

iSEE/POPS 2006-2007 ANNUAL REPORT INSTRUCTIONS

Generalities

The content and order of the written final report is detailed below. Three originals of the Final Report must be submitted, three-hole punched and not bound in any way. The cover is not single sided, however all other pages must be double sided. The final report may not exceed five double sided pages, plus the cover. Statistical information of services to districts and schools will be exported to USOE via computer as requested during the year. Final export will be due at the same time as the written report, which is on or before Monday, July 2, 2007.

Content and Order

CLEARLY integrate the sustainable local capacity information requested on the following page into these traditional sections.

Cover In addition to the traditional content, include these 2007 stats and totals: number of students, teachers, schools, districts, programs (services delivered), instructional hours, and staff contact hours

Overview Briefly state your purpose, mission, education objectives and other important information about your organization.

Description of Education Services (only those funded by USOE through POPS/iSEE) for the current year. Includes by category a brief explanation of the program (including the specific core connection and/or focus in Arts or Science, grade level(s) targeted, desired outcomes, and level of expertise of the presenters); a paragraph describing the ***results of those services**, and a data table of the statistics involved. Use attached data forms.

Master Plan for Serving Utah Schools A timeline showing how---among the POPS organizations in the specific arts or science area--- the agreed-upon plan to reach all of the schools in the grade levels served.

Financial Report Use the attached form. However, you may shrink the size and delete fields that are not applicable for your organization.

* Includes as appropriate: a specific illustration of success in one or more of the following: enabling students to develop skills and understanding in arts/science core objectives, furthering the aesthetic intelligence, perceptivity, and sensitivities of students and teachers in the arts and sciences; providing core-based, practical and rejuvenating in-service training for teachers; collaboratively planning with teachers the design of presentations which relate to the core and best meet their local district and/or school needs; providing top quality, relevant, useful, and engaging educational materials.

BUILDING SUSTAINABLE LOCAL CAPACITY IN THE DISCIPLINE

Directions: CLEARLY integrate this information into the traditional sections outlined in the report.

Page 1 Student Learning Activities

- a. Goals. State your organization's specific goals for sharing the discipline creatively and effectively, helping students achieve specific Core Objectives/Life Skills, and how you measure/perceive progress towards those goals.
- b. Strategies. Describe strategies used to engage and address students' understanding of the discipline--- involve them in experiences inherent to the process skills and nature of the disciplines, stimulating relevant inquiry and interactivity with the artists/scientists, and to build capacity at the school for continuation of the programmatic goals.
- c. Summary. Summarize the progress achieved and what has been learned that will help future work.

Page 2 Professional Development Activities

- a. Goals. State your organization's specific goals for engaging and helping teachers to assist their students' achievement of Arts or Science Core Objectives/Life Skills and how you measure/perceive progress towards those goals.
- b. Strategies. Describe strategies used for engaging and helping teachers to identify, develop, and/or expand needed instructional skills.³
- c. Summary. Summarize the progress achieved and what has been learned that will help future work.

Page 3 Collaboration /Community Building

- a. Goals. State your organization's specific goals for developing systemic support for Arts or Science Education and how you measure/perceive progress¹ in those goals.
- b. Strategies. Describe strategies used for building community partnerships and the effects of your efforts on students, teachers, and school communities.²
- c. Summary. Summarize the progress achieved and what has been learned that will help future work.

Page 4-5 Operations

- a. Evaluation. State your evaluation goals, describe the documentation tools/processes, assessment/evaluation vehicles and processes employed, and what was learned.
- b. Coverage. It is requested that each district receive all the above services, i.e., collaboration, professional development, student instruction. How did it go? Describe your rationale for the amount and type of services you provided, coordination with the other Arts and Science organizations, and how your evaluation of this year's work influences your plans for next year. Include master plan for reaching your targeted age group(s) in every district/school. (RFP and Subsidy organizations are not required to reach all districts/schools.)
- c. Statistics of Services Delivered. Submit electronically through ACCESS.

¹ For example: what evidence will you collect to know if and how effectively you are collaborating in a systemic way with your constituents (i.e., students, teachers, parents, administrators at the school and district, members of your own organization, USOE, POPS colleagues, and professional colleagues in other states)?

²For example: Look for description of content focus, instructional design and delivery, formative assessment and evaluation, and operational planning, needs assessments, planning for visits, feedback from visits; is it evident that the collaboration efforts inform the development of the organization's programming?

³For example: Professional development strategies that go beyond one-time activities and are integrated and sustained within the overall plan through methods such as mentoring, peer review, building content knowledge, follow-up activities, and embedding sustainable opportunities for teachers to increase their content knowledge and deliver effective instruction specific to that content knowledge.

POPS ONLY Clarifications for 2007 Final Report

1. I know you are veterans at this, but you may benefit from reviewing these two documents. They are the context for the final report, lay out expectations, and specify for what you are accountable. Use the program descriptions and statistical tables to demonstrate your fulfillment and progress in them.
 - a. State Board Rules <http://www.rules.utah.gov/publicat/code/r277/r277-444.htm>
 - b. POPS Guidelines <http://www.schools.utah.gov/curr/FineArt/POPS/POPSoverview.htm>
2. Program Description Specifics
 - a. Include proximity Information (classroom, school assembly, regional, company venue) in the program descriptions. This detail is very significant because it establishes the respective extents of your "outreach" and "in-house" services. The Excel file does not provide a column for quantifying this distinguishing data, so just explain where this service is delivered to give a sense of the magnitude of outreach and of in-house services.
 - b. Report the number of artists involved in the program.
 - c. As before, display the statistical data for the program in each description as follows: #students; #teachers; #schools; #districts; #services delivered; #s/t hours; # prof. hours. Except for the last column, this is exactly what is in the iSEE tables. Remember that since the beginning of the year we have talked about adding the instructional hours and artist hours so this is not surprise and this data is called for in the excel file required of you.
 - d. The Excel file does not provide for differentiation between teachers and students on instructional hours and this distinction is very important in tracking progress in professional development. So where it is not otherwise clear, explain who is being served and how to understand the number in the data table.
3. Include an Adenda that must come only to me- in my copy of the final report---not included in those for the Board and the Legislature.
 - a. Your final "teacher buy-in tension grid."
 - b. Any suggestions for this coming year.

Future Considerations

From our work with Eric Booth, I see a couple of other pieces of data that would help us track our progress in "teacher buy-in" this next year. There may be others. As I see it, these things would be "working" data just for our eyes, to help us in our self-evaluation activities and our progress in helping the teachers build and sustain local capacity.

FINANCIAL INFORMATION

2006-2007 Summary

Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures

2006-2007 Expenditure Summaries by Service Types

Items	From State POPS funding	From Additional funding sources	Total
A. In-depth Experiences			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
B. Performances			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
C. Lecture-Demos/ Presentations/Events			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
D. Exhibit Tours			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
Totals for all service types			

OVERALL ITEMIZATION

I. Detail of other sources of Income supporting Education Program

(those in addition to own organization and legislative appropriation)

Organization	Amount

II. Detail of Direct Education Program Expenditures – *breakdown detail attached*

Salaries	Supplies and Equipment	Travel	Program Production Cost-- programs solely for schools	TOTAL

Education “Only” Staff/Presenter Detail

Position Title	Number of persons serving in this position	Salary and Benefits

III. Detail of Allocated Expenditures (partially school-related costs)

Breakdown detail attached.

Salaries	Allocated “O & M”	Other Allocated Costs	Allocated Program Production Costs	TOTAL

Allocated Staff/Presenter Detail

Position Title	Allocated percentage	Allocated Salary and Benefits

OPERATIONAL DEFINITIONS AND CLARIFICATIONS FOR ANNUAL REPORTING PURPOSES

iSEE/POPS Service

Includes only those education programs that are approved by USOE

In-depth

(Category A) Instructional experiences sufficient in duration to ensure a positive and lasting impact on classroom instruction and/or teacher performance in the classroom; a developmental series of activities as opposed to stand-alone, unrelated events that do not build upon one another; narrowly focused on the development of specific skills and conceptual understanding---aligned to Fine Arts or Science Core Curricula; typically emerge as residencies or workshop-type events; a venue for students and/or teachers to report student self-assessment of core achievements; a venue for teachers to engage in collegial discussions on resultant student work, their evaluation of the students' self-assessment skills and reflections on instructional practices.

Performances

(Category B) Fully produced, professional presentation, as compared with lec-dem, workshop, informance, classroom presentation

Demos

(Category C) One-time presentations/events; e.g., lec-dems, instructional workshop, art exhibition, student festival/competition

Exhibit Tours

(Category D) Science or visual arts exhibit tours

Organization	Date	Title	Type (A,B,C,D)	S/T Hours	Prof. Hours	District	School	Type of School	# of Teachers	# of Students	# of Comm unity
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Definitions of these Excel columns

Organization: Name of the organization. Please use your full name on every line since all files will be merged into one.

Ballet West Children's Dance Theatre Repertory Dance Theatre Ririe Woodbury Dance Company Springville Museum of Art

Utah Festival Opera Utah Shakespearean Festival Utah Symphony Utah Opera Arts Inc. Utah Museum of Fine Arts Spy Hop Productions

Date: Date the event took place.

Title: Title of the program being reported for that line.

Type: Enter the type of program based on previously defined Types of A, B, C, or D.

S/T Hours: Enter the time of instruction for the students/teachers as previously defined.

Pro. Hours: Enter the time spent by your professionals. For example, your organization goes into a school and you have four professional go into four different classrooms the hours for the students/teachers would be 1 hour but the Pro. Hours would be 4 (4 professionals x 1 for each classroom). Another example, your take a group into a school for a performance and you have 30 professionals that perform for 1 hour, your Pro. Hours would be 30. Likewise, you have a group of children that attend a performance at your facility and you have 5 professionals conducting the experience that lasts 1 hour, your Pro. Hours would be 5. (Please contact Carol if you have any questions regarding this calculation.)

District: Name of the district. Please use the full spelling for each district (no abbreviations). If the school is a Private school then enter Private, if a Charter school then enter Charter.

School: Enter the full name of the school (i.e. Foothill Elementary, Hillcrest High School).

Type of school: Enter the type of school using "E" for Elementary, "JH" for Junior High, "M" for Middle School, "H" for High School, and "S" for Secondary schools that include 7-12th grades.

of Students: Enter the number of students that participated in the event.

of Teachers: Enter the number of teachers that participated in the event.

of Community: Enter the number of people in the community other than students and teachers that participated in the event being held at the school or attended the event as chaperones on a field trip.

Excel File is provided in a separate document.

